

APPENDIX A

PUBLIC LAWS AND INDIANA CODES

P.L. 104-193, Sec. 510 [42 U.S.C.710] of the Social Security Act

(a) For the purpose described in subsection (b), the Secretary shall, for fiscal year 1998 and each subsequent fiscal year, allot to each State which has transmitted an application for the fiscal year under section 505(a) an amount equal to the product of –

- (1) the amount appropriated in subsection(d) for the fiscal year; and the percentage determined for the State under section 502(c)(1)(B)(ii)
- (b)(1) The purpose of an allotment under subsection (a) to a State is to enable the State to provide abstinence education, and at the option of the State, where appropriate, mentoring, counseling, and adult supervision to promote abstinence from sexual activity, with a focus on those groups which are most likely to bear children out-of-wedlock
- (2) For purposes of this section, the term “abstinence education” means an educational or motivational program which –
 - (A) has as its exclusive purpose, teaching the social, psychological, and health gains to be realized by abstaining from sexual activity;
 - (B) teaches abstinence from sexual activity outside marriage as the expected standard for all school age children;
 - (C) teaches that abstinence from sexual activity is the only certain way to avoid out-of-wedlock pregnancy, sexually transmitted diseases, and other associated health problems;
 - (D) teaches that a mutually faithful monogamous relationship in context of marriage is the expected standard of human sexual activity;
 - (E) teaches that sexual activity outside of the context of marriage is likely to have harmful psychological and physical effects;
 - (F) teaches that bearing children out-of-wedlock is likely to have harmful consequences for the child, the child's parents, and society;
 - (G) teaches young people how to reject sexual advances and how alcohol and drug use increases vulnerability to sexual advances; and
 - (H) teaches the importance of attaining self-sufficiency before engaging in sexual activity.
- (c)(1) Section 503, 507, and 508 apply to allotments under subsection (a) to the same extent and in the same manner as such sections apply to allotments under section 502(c).
- (2) Section 505 and 506 apply to allotments under subsection (a) to the extent determined by the Secretary to be appropriated.
- (d) For the purpose of allotments under subsection (a), there is appropriated, out of any money in the Treasury not otherwise appropriated, an additional \$50,000,000 for each of the fiscal years 1998 through 2002. The appropriation under the preceding sentence for a fiscal year is made on October 1 of the fiscal year.

P.L. 104-193, SEC. 104. SERVICES PROVIDED BY CHARITABLE, RELIGIOUS, OR PRIVATE ORGANIZATIONS. 42 USC 604a.

(a) In General.--

(1) State options.--A State may--

(A) administer and provide services under the programs described in subparagraphs (A) and (B)(i) of paragraph (2) through contracts with charitable, religious, or private organizations; and (B) provide beneficiaries of assistance under the programs described in subparagraphs (A) and (B)(ii) of paragraph (2) with certificates, vouchers, or other forms of disbursement which are redeemable with such organizations.

(2) Programs described.--The programs described in this paragraph are the following programs:

(A) A State program funded under part A of title IV of the Social Security Act (as amended by section 103(a) of this Act).
(B) Any other program established or modified under title I or II of this Act, that--

(i) permits contracts with organizations; or (ii) permits certificates, vouchers, or other forms of disbursement to be provided to beneficiaries, as a means of providing assistance.

Contracts.

(b) Religious Organizations .--The purpose of this section is to allow States to contract with religious organizations, or to allow religious organizations to accept certificates, vouchers, or other forms of disbursement under any program

described in subsection (a)(2), on the same basis as any other nongovernmental provider without impairing the religious character of such organizations, and without diminishing the religious freedom of beneficiaries of assistance funded under such program. (c) Nondiscrimination Against Religious Organizations.--In the event a State exercises its authority under subsection (a), religious organizations are eligible, on the same basis as any other private organization, as contractors to provide assistance, or to accept certificates, vouchers, or other forms of disbursement, under any program described in subsection (a)(2) so long as the programs are implemented consistent with the Establishment Clause of the United States Constitution. Except as provided in subsection (k), neither the Federal Government nor a State receiving funds under such programs shall discriminate against an organization which is or applies to be a contractor to provide assistance, or which accepts certificates, vouchers, or other forms of disbursement, on the basis that the organization has a religious character. (d) Religious Character and Freedom.--

(1) Religious organizations.--A religious organization with a contract described in subsection (a)(1)(A), or which accepts certificates, vouchers, or other forms of disbursement under subsection (a)(1)(B), shall retain its independence from Federal, State, and local governments, including such organization's control over the definition, development, practice, and expression of its religious beliefs. (2) Additional safeguards.--Neither the Federal Government nor a State shall require a religious organization to--

(A) alter its form of internal governance; or (B) remove religious art, icons, scripture, or other symbols;

in order to be eligible to contract to provide assistance, or to accept certificates, vouchers, or other forms of disbursement, funded under a program described in subsection (a)(2).

(e) Rights of Beneficiaries of Assistance.--

(1) In general.--If an individual described in paragraph (2) has an objection to the religious character of the organization or institution from which the individual receives, or would receive, assistance funded under any program described in subsection (a)(2), the State in which the individual resides shall provide such individual (if otherwise eligible for such assistance) within a reasonable period of time after the date of such objection with assistance from an alternative provider that is accessible to the individual and the value of which is not less than the value of the assistance which the individual would have received from such organization. (2) Individual described.--An individual described in this paragraph is an individual who receives, applies for, or requests to apply for, assistance under a program described in subsection (a)(2).

(f) Employment Practices.--A religious organization's exemption provided under section 702 of the Civil Rights Act of 1964 (42 U.S.C. 2000e-1a) regarding employment practices shall not be affected by its participation in, or receipt of funds from, programs described in subsection (a)(2). (g) Nondiscrimination Against Beneficiaries.--Except as otherwise provided in law, a religious organization shall not discriminate against an individual in regard to rendering assistance funded under any program described in subsection (a)(2) on the basis of religion, a religious belief, or refusal to actively participate in a religious practice. (h) Fiscal Accountability.--

(1) In general.--Except as provided in paragraph (2), any religious organization contracting to provide assistance funded under any program described in subsection (a)(2) shall be subject to the same regulations as other contractors to account in accord with generally accepted auditing principles for the use of such funds provided under such programs. (2) Limited audit.--If such organization segregates Federal funds provided under such programs into separate accounts.

(a) RELIGIOUS ORGANIZATIONS—The purpose of this section is to allow States to contract with religious organizations, or to allow religious organizations to accept certificates, vouchers, or other forms of disbursement under any program described in subsection (a)(2), on the same basis as any other nongovernmental provider without impairing the religious character of such organizations, and without diminishing the religious freedom of beneficiaries of assistance funded under such program.

(b) NONDISCRIMINATION AGAINST RELIGIOUS ORGANIZATIONS—In the event a State exercises its authority under subsection (a), religious organizations are eligible, on the same basis as any other private organization, as contractors to provide assistance, or to accept certificates, vouchers, or other forms of disbursement, under any program described in subsection (a)(2) so long as the programs are implemented consistent with the Establishment Clause of the United States Constitution. Except as provided in subsection (k), neither the Federal Government nor a State receiving funds under such programs shall discriminate against an organization which is or applies to be a contractor to provide assistance, or which accepts certificates, vouchers, or other forms of disbursement, on the basis that the organization has a religious character.

(c) RELIGIOUS CHARACTER AND FREEDOM—

(1) RELIGIOUS ORGANIZATIONS—A religious organization with a contract described in subsection (a)(1)(A), or which accepts certificates, vouchers, or other forms of disbursement under subsection (a)(1)(B), shall retain its independence from Federal, State, and local governments, including such organization's control over the definition, development, practice, and expression of its religious beliefs.

(2) ADDITIONAL SAFEGUARDS—Neither the Federal Government nor a State shall require a religious organization to—
(A) Alter its form of internal governance; or

- (B) Remove religious art, icons, scripture, or other symbols; in order to be eligible to contract to provide assistance, or to accept certificates, vouchers, or other forms of disbursement, funded under a program described in subsection (a)(2).

(d) RIGHTS OF BENEFICIARIES OF ASSISTANCE—

provision of a State constitution or State statute that prohibits or restricts the expenditure of State funds in or by religious organizations.

Article I Section 4 of the Indiana Constitution provides that: "No preference shall be given, by law, to any creed, religious society, or mode of worship; and no person shall be compelled to attend, erect, or support any place of worship, or to maintain any ministry against his consent".

Article I Section 6 of the Indiana Constitution provides that: "No money shall be drawn from the treasury, for the benefit of any religious or theological institution."

I.C.20-8.1-7-21 AIDS INFORMATION; CONTENTS; CONSENT TO DISTRIBUTION

Sec.21. (a) The state board of education shall provide information stressing the moral aspects of abstinence from sexual activity in any literature that it distributes to schoolchildren and young adults concerning available methods for the prevention of acquired immune deficiency syndrome (AIDS). Such literature must state that the best way to avoid AIDS is for young people to refrain from sexual activity until they are ready as adults to establish, in the context of marriage, a mutually faithful monogamous relationship.

(b) The state board of education may not distribute AIDS literature described in subsection (a) to schoolchildren without the consent of the governing body of the school corporation the schoolchildren attend. As added by P.L.197-1987, Sec.2.

I.C.20-10.1-4-10 AIDS INSTRUCTION

Sec.10. (a) Each school corporation shall include in its curriculum medically accurate instruction concerning the disease known as acquired immune deficiency syndrome (AIDS) and shall integrate this effort to the extent possible with medically accurate instruction on other dangerous communicable diseases.

(b) A school corporation shall consider the recommendations of the AIDS advisory council (as established in IC 20-8.1-11) concerning community standards on the content of the instruction, the manner in which the information is presented, and the grades in which it is taught.

(c) Literature that is distributed to school children and young adults under this section must include information required by IC 20-8.1-7-21.

(d) The department, in consultation with the state department of health, shall develop medically accurate AIDS educational materials. The department shall make the materials developed under this section available to school corporations. (Effective as of July 1, 2000)

I.C.20-10.1-4-11 SEX EDUCATION TO EMPHASIZE ABSTINENCE AND MONOGAMY

Sec.11. Instruction on human sexuality or sexually transmitted diseases must be medically accurate. An accredited school shall:

- (1) teach abstinence from sexual activity outside of marriage as the expected standard for all school age children;
- (2) include that abstinence from sexual activity is the only certain way to avoid out-of-wedlock pregnancy, sexually transmitted diseases, and other associated health problems; and include that the best way to avoid sexually transmitted diseases and other associated health problems is to establish a mutually faithful monogamous relationship in the context of marriage. (Effective as of July 1, 2000)

IC 20-10.1-4-15 STUDENT SURVEYS

Access to materials relating to personal analysis, evaluation, or survey of students; consent for participation

Sec. 15. (a) A school corporation shall make available for inspection by the parents or guardians of a student any instructional materials, including:

- (1) teachers' manuals;
- (2) student texts;
- (3) films or other video materials;
- (4) tapes; and
- (5) other materials; used in connection with a personal analysis, an evaluation, or a survey described in subsection (b).

(b) A student shall not be required to participate in a personal analysis, an evaluation, or a survey that is not directly related to academic instruction and that reveals or attempts to affect the student's attitudes, habits, traits, opinions, beliefs, or feelings concerning:

- (1) political affiliations;
 - (2) religious beliefs or practices;
 - (3) mental or psychological conditions that may embarrass the student or the student's family;
 - (4) sexual behavior or attitudes;
 - (5) illegal, antisocial, self-incriminating, or demeaning behavior;
 - (6) critical appraisals of other individuals with whom the student has a close family relationship;
 - (7) legally recognized privileged or confidential relationships, including a relationship with a lawyer, minister, or physician; or
 - (8) income (except as required by law to determine eligibility for participation in a program or for receiving financial assistance under a program);
- without the prior consent of the student (if the student is an adult or emancipated minor) or the prior written consent of the student's parent or guardian (if the student is an unemancipated minor). A parental consent form for such a personal analysis, evaluation, or survey shall accurately reflect the contents and nature of the personal analysis, evaluation, or survey.
- (c) The department and the governing body shall give parents and students notice of their rights under this section.
 - (d) The governing body shall enforce this section.
- As added by P.L.204-1995, SEC. 1.*

APPENDIX B

MATCHING FUNDS AND IN-KIND CONTRIBUTIONS

Program Expenses – any expense included in the budget that the project proposes to be funded by Indiana RESPECT funds or matching dollars (includes staff, supplies, space costs, etc.)

Matching Funds – at least 75% of the grant award; the dollars a project assigns to support activities for their Indiana RESPECT project

In-Kind Contribution – those non-cash items provided to your agency for free, which have a monetary value, that your agency is offering as matching funds.

Examples of In-Kind:

- An outside entity will provide space for your project activities at no cost to your agency. Calculate the value of the space the same way you would calculate space paid for by your agency as cash match.
- Volunteers will provide services for participants of your project at no cost to your agency. Calculate and document volunteer hours the same way you would if these were employees.
- An outside entity will provide printed materials to be used for educational purposes. Calculate the expense of these materials the same way you would calculate the expense of printing or purchasing them with project funds.

In-Kind Contributions may only be considered match with ISDH approval.

APPENDIX C

FEDERAL GUIDELINES

Federal funds must be used to promote sexual abstinence until marriage.
No instruction may be taught regarding family planning, contraceptive methods and disease risk-reduction methods.
Federal funds cannot be used to provide medical services or purchase medical supplies.
These funds may not be used to promote religion and/or religious instruction.

The purpose of the federal abstinence education programs are to support decisions to abstain from sexual activity until marriage by providing abstinence education as defined by Section 510(b)(2) of the Title V Social Security Act with a focus on those groups that are most likely to bear children out-of-wedlock.

The federal definition of abstinence education means an educational or motivational program which:

- (A) has as its exclusive purpose, teaching the social, psychological, and health gains to be realized by abstaining from sexual activity;
- (B) teaches abstinence from sexual activity outside marriage as the expected standard for all school age children;
- (C) teaches that abstinence from sexual activity is the only certain way to avoid out-of-wedlock pregnancy, sexually transmitted diseases, and other associated health problems;
- (D) teaches that a mutually faithful monogamous relationship in context of marriage is the expected standard of human sexual activity;
- (E) teaches that sexual activity outside of the context of marriage is likely to have harmful psychological and physical effects;
- (F) teaches that bearing children out-of-wedlock is likely to have harmful consequences for the child, the child's parents, and society;
- (G) teaches young people how to reject sexual advances and how alcohol and drug use increases vulnerability to sexual advances; and
- (H) teaches the importance of attaining self-sufficiency before engaging in sexual activity.

Programs receiving federal funds must incorporate each element of the A-H definition of abstinence education. Each element of A-H should be meaningfully represented in all federally funded abstinence education programs and curricula. Programs and curricula may not be inconsistent with any aspect of the abstinence education definition.

APPENDIX D

INSTRUCTIONS FOR FORM A

UNDUPLICATED COUNT OF CLIENTS SERVED

The purpose of Section A—Unduplicated Count of Clients Served, is to track and report the unduplicated number of clients served by the program. Each client is counted only once.

General Instructions

Form A should be submitted as part of all required reports. Complete each cell in Form A for an unduplicated number of clients served in all programs funded by the abstinence education grant except for media campaigns.

In determining the age of a client, use the age of the client at the first point of contact during the program year.

If a State program has served youth that are younger than 12 or during the report period, include that data in the "Others" (O*) column.

If you are helping young adults in making decisions related to abstinence, and the young adults happen to be young parents, record these clients under their ages.

Use the following definitions when determining race and ethnicity:

- **Asian** - A person having origins in any of the original peoples of the Far East, Southeast Asia, or the Indian subcontinent including, for example, Cambodia, China, India, Japan, Korea, Malaysia, Pakistan, the Philippine Islands, Thailand, and Vietnam.
- **Black or African American** - A person having origins in any of the black racial groups of Africa.
- **Hispanic or Latino** - A person of Cuban, Mexican, Puerto Rican, Cuban, South or Central American, or other Spanish culture or origin, regardless of race. The term, "Spanish origin," can be used in addition to "Hispanic or Latino."
- **American Indian or Alaska Native** - A person having origins in any of the original peoples of North and South America (including Central America), and who maintains tribal affiliation or community attachment.
- **Native Hawaiian or Other Pacific Islander** - A person having origins in any of the original peoples of Hawaii, Guam, Samoa, or other Pacific Islands.
- **White** - A person having origins in any of the original peoples of Europe, the Middle East, or North Africa.
- **Other (not required by OMB)** - A person wishing to identify himself or herself as "other" rather than one of the demographic groups described above.

If your program is implementing a media campaign, report such activities, and the numbers served, on a separate sheet of paper attached to this reporting form.

Form A: Unduplicated Count of Clients Served

Indicate below the number of all clients served by gender, race, ethnicity, and age.

Ethnicity & Gender	Age of Clients Served																				
	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	P*	O*	T*
FEMALES																					
Asian																					
Black or African American																					
Hispanic or Latino																					
American Indian or Alaska Native																					
Native Hawaiian or Other Pacific Islander																					
White																					
Other																					
MALES																					
Asian																					
Black or African American																					
Hispanic or Latino																					
American Indian or Alaska Native																					
Native Hawaiian or Other Pacific Islander																					
White																					
Other																					
TOTAL																					

P* = Parents

O* = Other recipients of services or training such as teachers, members of community groups, mentors, youth or other ages, etc.

T* = Total for row

Unduplicated Count of Clients Served Ages 12-18:

Unduplicated Count of Clients Served Ages 19-29:

Unduplicated Count of All Others Served (Sum of P* and O*):

Number of Pregnant Teens ≤ 19 years of age:

Number of Parenting Teens ≤ 19 years of age:

APPENDIX D

INSTRUCTIONS FOR FORM B

HOURS OF SERVICE RECEIVED BY CLIENTS

The purpose of Section B, Hours of Service Received by Clients, is to track and report the total number of service hours that clients have received.

For example, a grantee may provide 1,000 ninth grade students with a 20-hour curriculum program while also providing 5,000 other youth with a one-hour event. Form B allows the grantee to report these numbers in greater detail, rather than averaging the program hours together. Averaged together, the result would show that 6,000 youth received an average of 4 hours of service, which would not clearly represent the nature of the programs. A more detailed report of the example is captured in the sample table rows below.

Number of Hours Received	By 12-18 year olds	By 19-29 year olds
1	5,000	
20	1,000	
Total 12-18	6,000	

General Instructions

Indicate the number of clients, by age group, who received the total number of hours listed for each row.

An hour is equivalent to 60 minutes, and all sessions should be counted only for the actual number of minutes that a youth is served. A session that lasts for 30 minutes should be counted as 30 minutes; 43 minutes should be counted as 43 minutes. The total number of minutes of service that a youth receives must be converted into hours and rounded to the nearest $\frac{1}{4}$ hour. For example, 343 minutes will equal 5.75 hours.

For clients that receive services from multiple programs, program staff must add together the time received together so that only one number of program hours received will be recorded for each client served. For example, if a student participated in 17 hours of a 20-hour curriculum program and also participated in a one-half hour event, the total number of program hours for that student would be 17.5.

For clients that received more than 50 program hours, report their hours in a narrative. Do not include any media campaign activities in Form B.

The total number of clients served in each of the two age group columns should be equal to the unduplicated count of clients served for those age groups on Form A.

Form B: Hours of Service Received by Clients

A	B	C	A	B	C	A	B	C
Number of Program Hours Received	12-18 years old	19-29 years old	Number of Program Hours Received	12-18 years old	19-29 years old	Number of Program Hours Received	12-18 years old	19-29 years old
1			21			41		
2			22			42		
3			23			43		
4			24			44		
5			25			45		
6			26			46		
7			27			47		
8			28			48		
9			29			49		
10			30			50		
11			31					
12			32					
13			33					
14			34					
15			35					
16			36					
17			37					
18			38					
19			39			Total 12-18:		
20			40			Total 19-29:		

Unduplicated Count of Clients Served Ages 12-18:

Unduplicated Count of Clients Served Ages 19-29:

APPENDIX D

INSTRUCTIONS FOR FORM C

PROGRAM COMPLETION DATA

The purpose of Form C is to track and report the number of all clients that complete the various types of program(s) offered.

General Instructions

In each row, choose and report on one type of program offered by the grantee during the program year. A grantee may have several programs such as separate programs for middle school and high school students, events, or training programs, etc., and each row should be devoted to one program type with a distinct number of program hours. For example, if a program offers two after-school abstinence curriculum programs with one totaling 12 hours and the second totaling 24 hours, these should be recorded on separate rows. However, if a grantee offers three after-school programs that all provide 15 hours of programming,

Cells in columns 3, 4, and 5 have been split into two cells. In the top cell, list the number of clients that completed at least 75% of the program. In the bottom cell, list the total number of clients served for each of the age ranges indicated.

The total number of clients served by all programs, if they were to be added together, may be greater than the unduplicated count of all clients, as reported in Form A, if clients participated in more than one program.

Form C: Program Completion Data

[illegible]

APPENDIX D

INSTRUCTIONS FOR FORM D

COMMUNITIES SERVED

The purpose of Section D, Communities Served, is to track and report geographical areas in which the grantee has provided services.

General Instructions

Record the geographical areas in which all programs were provided by State, county, and city/town. Grantees need not report the communities in which the clients reside.

Form D: Communities Served

[illegible]

APPENDIX D

FORM E: A-H COMPLIANCE

Describe how the activities of your project meaningfully address each element of the federal (A-H) definition of sexual abstinence education. Please include any samples of materials, lesson plans, etc.

<u>Elements of A-H</u>	<u>How the Element was Met</u>
A) has as its exclusive purpose, teaching the social, psychological, and health gains to be realized by abstaining from sexual activity	
B) teaches abstinence from sexual activity outside marriage as the expected standard for all school age children	
C) teaches that abstinence from sexual activity is the only certain way to avoid out-of-wedlock pregnancy, sexually transmitted diseases, and other associated health problems	
D) teaches that a mutually faithful monogamous relationship in context of marriage is the expected standard of human sexual activity	
E) teaches that sexual activity outside of the context of marriage is likely to have harmful psychological and physical effects	
F) teaches that bearing children out-of-wedlock is likely to have harmful consequences for the child, the child's parents, and society	
G) teaches young people how to reject sexual advances and how alcohol and drug use increases vulnerability to sexual advances	
H) teaches the importance of attaining self-sufficiency before engaging in sexual activity	

APPENDIX E

FY 2009-2010 Indiana RESPECT Grant Application Scoring Tool (Federal Funding)

Name of Applicant Agency: _____

Name of Proposed Project (found on Form 1): _____

Name of Reviewer: _____

Date of Review: _____

Form 1: Applicant Agency Information

Form 1, *Applicant Agency Information*, should be completed. All fields of the form must be completed in order to receive all points for this section. If fields of the form are left blank, the form is considered incomplete and should be scored as a 0.

Points awarded: ____/2 points possible

Comments:

Table of Contents

A table of contents should be present and include each of the following with a corresponding page number.

- Narrative
- Approved Curricula
- Form 2: Curriculum and Medical Accuracy
- Work Plan (Forms 3A and 3B)
- Sustainability
- Form 4: Key Personnel
- Form 5: Applicant Agency Revenue
- Budgets and Budget Narratives (Forms 6A, 6B, 7A, and 7B)
- Endorsements
- Appendix (optional)

If there is a table of contents with the required information, all points should be awarded. If any one piece of information is missing, this section is considered incomplete and should be scored a 0.

Points awarded: ____/ 2 points possible

Comments:

Narrative

This narrative serves two purposes: to provide information about the applicant agency and to demonstrate the need for an Indiana RESPECT project. The narrative about the applicant agency should at minimum include:

- a brief history of the agency (1 point);
- the mission statement and/or goals of the agency (.5 point);
- a description of how the agency serves adolescents and teens (1.5 point); and

- an explanation of how the receipt of Indiana RESPECT funds will overlap with or compliment the mission and/or goals of the agency (2 points).

The information provided on the applicant agency is worth 5 points for this section. *Suggested* point values are given to the required information above to be included in this section.

Points awarded: ____/5 points possible

Comments:

The narrative demonstrating the need for a RESPECT project should at minimum include:

- a description of the problems (social, financial, vocational, etc.) related to adolescent and teen pregnancy facing your community/county (2 points);
- data that is specific to your community/county (do NOT include statewide data) that relates to teen pregnancy (2.5 points);
- an explanation of how an Indiana RESPECT project will positively impact the problems facing your community/county related to adolescent and teen pregnancy (2.5 points); and
- an overview of other programs in your community/county that are working to address teen pregnancy (and its related issues) and the relationship your agency has with such programs (2 points).

The information illustrating the need for a RESPECT project is worth 9 points for this section. *Suggested* point values are given to the required information above to be included in this section.

Points awarded: ____/ 9 points possible

Comments:

The narrative should not exceed four (4) pages. If the narrative is longer than four pages, deduct 2 points to arrive at your final score for the section.

Total Score for Narrative: ____/ 14 points possible

Approved Curricula

This section should address, in detail, why (rationale) the applicant chose either *Sex Can Wait* or *Making A Difference!* for implementation. Applicants were to consider discussing factors that influenced their decision, such as (but not limited to) staffing, length of curriculum, and access to the adolescent and teen populations (5 points).

Additionally, this section should describe how the chosen curriculum meets the needs and assets of the adolescents and teens in the applicant's community and how the curriculum is consistent with community values (2 points).

Lastly, a description of the target audience to be reached by the proposed project should be included (2 points). It is encouraged (but not required) that the target audience be one of the following: Indiana counties with the highest rates of teen pregnancy among the 10-19 year old population; adolescents and teens ages 10-19, all races, both male and female; and adolescents and teens attending upper elementary, middle, and high schools. It is suggested that full points be awarded if the target audience is part of one of the abovementioned populations.

This section is worth 9 points. *Suggested* point values are given to the required information above to be included in this section. This section should not exceed two (2) pages. If the narrative is longer than two pages, deduct 2 points to arrive at your final score for the section.

Points awarded: ____/ 9 points possible

Comments:

Form 2: Curriculum and Medical Accuracy

Form 2, *Curriculum and Medical Accuracy*, should be completed. All fields of the form must be completed in order to receive all points for this section. If fields of the form are left blank, the form is considered incomplete and should be scored as a 0.

Points awarded: ____/2 points possible

Comments:

Work Plan

Form 3A: *Work Plan (First Budget Period)* and **Form 3B**: *Work Plan (Second Budget Period)* should be completed. Make sure that the work plans:

- Are presented in a logical, step-by-step manner (1 point);
- Include tasks/activities that are achievable with available project resources (1 point);
- Identify responsible staff to complete the outlined tasks/activities (1 point);
- Are achievable in the funding period (1 point);
- Outline activities for sustainability (2 points); and
- Outline activities for evaluation (2 points).

This section is worth 16 points. *Suggested* point values are given to the required information above to be included in this section.

Form 3A: ____/8 points possible

Form 3B: ____/8 points possible.

Total points awarded: ____/ 16 points possible

Comments:

Sustainability

This section should include *specific* plans for action toward the sustainability of the proposed Indiana RESPECT project. Applicants were asked to consider discussing the following for this section: utilizing and maximizing existing project resources; starting small and building on successes; tracking data and collecting individual stories to strengthen project support; advocating to create community awareness about your project; networking with those who may benefit from what you do and vice versa; building

strong relationships with key stakeholders in the community/county; involving families and community members at every step; and looking for resources and funding opportunities continuously.

This section is worth 7 points. It is suggested that full points be awarded if specific plans for action are included. This section is not to exceed three (3) pages. If the section is longer than three pages, deduct 2 points to arrive at your final score for the section.

Points awarded: ____/7 points possible

Comments:

Form 4: Key Personnel

Form 4, *Key Personnel*, should be completed for each staff of the proposed program that either fill the role of the project director or will assist with the implementation of the curriculum. Applicants were instructed to duplicate this form as necessary in order to provide all of the required information for staff. All fields of all forms should be complete in order to receive full points.

Points awarded: ____/5 points possible.

Comments:

Form 5: Applicant Agency Revenue

Form 5: *Applicant Agency Revenue*, should be completed. All fields of the form should be complete in order to receive full points.

Points awarded: ____/3 points possible

Comments:

Budgets and Budget Narratives

Form 6A: *Budget (First Budget Period)* and **Form 7A: *Budget (Second Budget Period)*** should be completed for this section. Please check to ensure that all fields of this form are completed and all columns are added correctly. Please ensure that the total on **Form 6A: *Budget (First Budget Period)*** does not equal more than \$22,500. Please ensure that the total on **Form 7A: *Budget (Second Budget Period)*** does not equal more than \$30,000.

Form 6A: *Budget Justification (First Budget Period)* and **Form 7B: *Budget Justification (Second Budget Period)*** should be completed for this section. Please check to ensure that all fields of this form are completed and all columns are added correctly. Applicants are required to provide a 75% match to the total amount they are requesting. Please check to make sure that the "Matching Funds" column is at least 75% of the total amount being requested.

This section will be scored by the Program Manager for Indiana RESPECT. However, if there are any items of concern, please indicate those in the comments section below.

Points awarded: ____/22 points possible (Only scored by the primary reviewer)

Comments:

Endorsements

Applicants were asked to provide a minimum of three (3) (and no more than five) current letters of collaboration. If more than five (5) endorsements are included, deduct one point to arrive at your total score for this section.

Points awarded: ____/3 points possible

Comments:

Appendix

An appendix may be included with some applications. It is not a requirement. No points should be awarded or deducted if an appendix is present.

TOTAL SCORE OF APPLICATION: ____/85 points possible (Only completed by the primary reviewer.)

**Please use the space below to provide any other comments of importance
regarding this application.**